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The English translation is occasionally vague; otherwise it is satisfactory.

GEORGE PECKHAM.

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Backward Children. ARTHUR HOLMES. Childhood and Youth Series. Indianapolis: The Bobbs-Merrill Company. 1916. Pp. 239.

It is especially fitting that Dr. Holmes should be asked to write concerning backward children. His work in the psychological clinic of the University of Pennsylvania has given him a wealth of enviable experience; and to this opportunity was added a freedom of action in testing methods of treatment such as is rarely granted to a teacher. He therefore came to the preparation of his book so full of facts that in reading it one has the feeling of satisfaction that accompanies proof.

Naturally Dr. Holmes begins with a discussion of mental tests—"measuring rods for children." Backwardness, he says, is "a relative matter and not an absolute condition." While reading his discussion of the social standard in the home, and the age and progress standards, one is reminded of the misjudged children—of George Eliot's difficulty in learning to read, of Linnaeus, whom his teacher would have made into a shoe-cobbler, of the timid, "backward" Harriet Martineau, and of David Hume, characterized by his mother as "a good-natured crater, but uncommon wakeminded." The inadequacy of some of the more scientific standards Dr. Holmes illustrates by citing the instance of twenty-five adult, well-trained, experienced teachers, not one of whom could pass all the Binet-Simon tests and some of whom "failed ignominiously in a majority of them." Finally, the reader is reminded of the value of constructive action, of directing and managing situations in unsupervised play, as a test of ability.

The "case method" is the plan of the book, and this adds greatly to its value. Varieties of backward children, typical retardation due to physical defects, minds in strait-jackets, bad and backward children, retardation due to environment, and the backward child in the home, are discussed by means of illustrations drawn from the author's personal experience. To inoculate teachers and parents with intelligence, to get them to see beyond indolence and "badness," to look for causes, has long been a serious problem. Yet both teachers and parents are continually asking how to deal with a particularly troublesome child. The difficulty is that they are seeking rules and that is just what neither psychology nor pedagogy can give. The method can be indicated, however, and this is done by the book before us. It puts the reader into the "problem attitude." And this leads

him to look for causes, to diagnose a case, and to cure it rather than to give a superficial opinion and treatment.

EDGAR JAMES SWIFT.

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René Descartes Meditationem über die Grundlagen der Philosophie mit der sämtlichen Einwänden und Erwidernugen. ARTUR BUCHENAU. Leipzig: Verlag von Felix Meiner. 1915. Pp. xiv + 493.

For the benefit of those students who prefer to read Descartes in German, the excellent Philosophische Bibliothek has issued a translation of the "Meditations" and of the criticisms and replies, the latter now rendered in German for the first time. The translator and editor closes his preface by calling attention to the great interest felt in Germany for the philosophy of Descartes and by trusting that in spite of present political oppositions this profoundest, perhaps, creation of the romance intellect may receive the esteem that it deserves. The translation is a new one and should be of great value in the field for which it is intended.

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JOURNALS AND NEW BOOKS

THE PHILOSOPHICAL REVIEW. July, 1916. *Philosophy in France in 1915* (pp. 523-545) : A. LALANDE. - Notes the influence of the war on philosophical publications, points out the abundance of writings on the subject of *droit* and their relation to the present situation of conflict, and closes with a notice of the death of François Pillon and a brief account of his religious philosophy. *Continua and Discontinua* (pp. 546-566) : C. LLOYD MORGAN. - Taking the field of perception as the domain of inquiry, and distinguishing reality from appearance on the basis of delicacy of perception, contends that discrete parts are not *discovered* as preexisting in a continuous whole, but are *made* for purposes of interpretation. "I submit that perception is unable to discover parts until manipulation or thought imposes cuts actual or ideal." *The Anti-Intellectualism of Kierkegaard* (pp. 567-586) : DAVID F. SWENSON. - "The aim of the present paper is twofold: to give an introductory characterization of Kierkegaard's individuality as a thinker, and to elucidate in some detail the epistemological position from which the paper takes its title. This position I have characterized as anti-intellectualism, in order to establish a point of contact with present-day currents of thought."